



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2004-05

4351 S. Ranch House Parkway, Gilbert, AZ 85297

Higley Unified District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2003-04 Not Evaluated
2002-03 New School
2001-02 N/A

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mrs. Cheryl Bromich
Schedule : 8:00 AM to 4:30 PM
Grades : Pre-K-8
2004 Enrollment : 1220
Web Address : www.husd.org
Phone Number : (480) 279-7600
Fax Number : (480) 279-7605
E-mail : cbromich@powerranch.husd.org

Mission

'Reaching Every Child; Whatever It Takes' Through creating programs and innovating strategies we will individualize our approach to reach every child. A child-centered, passionate approach will be our center for planning.

No Child Left Behind

Adequate Yearly Progress (b)

2003-04 Met
2002-03 Met
2001-02 N/A

School Improvement Status (b)

2003-04 N/A
2002-03 N/A
2001-02 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü We will increase student achievement in reading, writing and mathematics by providing differentiated instruction and enhanced opportunities for individualized attention.
- ü We will integrate curriculum, instructional resources and assessments to provide opportunities for real-world applications and integration of knowledge.
- ü We will develop partnerships and volunteer programs to enhance the learning environment at Power Ranch Elementary.

Enrollment

October 1, 2003 School Year Student Enrollment : 752
Accepting New Students in 2004-05 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2003-04 : 62

Instructional Programs

- Standards based assessments
- Individual student tracking
- Computer Lab with academic software
- Accelerated Reader Program
- Gifted Language Arts and Math
- On-Site Special Education
- Honors Courses 6-8

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	8/9/2004
Last Day of School :	5/25/2005

Shared Responsibilities

School

We are committed to providing an academically challenging learning environment in a safe and nurturing community for all students at Power Ranch Elementary. We value our partnership with parents and guardians, and encourage a high level of volunteerism.

Parents

Parents are asked to keep lines of communication open, attend the VIP, volunteer training program and support the innovation and creation of programs to help every child succeed.

Transportation Policy

Higley School District provides bus transportation for students who live one mile or more from the school. Transportation is also provided for students with disabilities whose Individual Education Plans indicates transportation is required.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor

Year

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	88	424	75509	100	100	100	538	520	521	6	8	13	16	28	23	36	36	33	41	27	31
All Students (Prior Year)	41	295	75372	100	100	100	511	515	523	5	7	9	28	32	25	63	42	36	5	20	30
Female	48	220	37013	98	100	100	538	518	522	4	6	12	17	31	24	43	39	33	35	23	31
Male	40	204	38430	100	98	99	539	521	521	8	10	14	15	25	22	28	33	33	49	31	31
African American	NC	18	3660	NC	100	99	NC	515	496	NC	11	24	NC	28	31	NC	33	28	NC	28	18
Hispanic	NC	64	30486	NC	100	99	NC	500	505	NC	13	18	NC	39	29	NC	39	32	NC	9	21
Asian/Pacific Islander	NC	14	1780	NC	88	98	NC	528	549	NC	17	5	NC	0	13	NC	42	33	NC	42	50
American Indian/Alaskan Native	--	NC	4075	--	NC	100	--	NC	486	--	NC	28	--	NC	34	--	NC	26	--	NC	12
White	71	320	35192	100	100	99	540	523	534	4	7	8	19	28	19	36	36	35	41	30	39
Students with Disabilities	NC	44	9708	NC	100	100	NC	481	489	NC	33	32	NC	30	27	NC	30	24	NC	7	17
Students without Disabilities	79	380	65801	100	99	98	544	523	525	3	6	11	17	28	23	34	37	34	46	29	33
Limited English Proficient Students	NC	14	16928	NC	100	100	NC	NA	485	NC	NA	29	NC	NA	33	NC	NA	26	NC	NA	12
Migrant Students	--	--	750				--	--	499	--	--	21	--	--	29	--	--	30	--	--	20
Economically Disadvantaged	NC	58	36411				NC	501	503	NC	14	19	NC	38	29	NC	32	32	NC	16	20
Non-Economically Disadvantaged	83	366	39040				539	522	534	6	7	8	15	27	19	38	37	34	41	29	39

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	424	75492	100	100	100	536	527	519	2	6	12	12	13	16	47	55	47	40	26	24
All Students (Prior Year)	41	295	75221	100	100	100	536	527	523	3	3	8	3	13	16	70	65	56	25	19	21
Female	49	220	37014	100	100	100	539	531	523	4	2	10	4	11	15	49	58	48	43	29	27
Male	40	204	38400	100	98	99	533	522	516	0	10	14	21	15	17	44	52	47	36	23	21
African American	NC	19	3665	NC	100	99	NC	527	505	NC	5	20	NC	16	22	NC	53	43	NC	26	14
Hispanic	NC	63	30438	NC	98	99	NC	517	508	NC	11	17	NC	13	21	NC	62	47	NC	13	15
Asian/Pacific Islander	NC	14	1773	NC	88	98	NC	534	534	NC	17	4	NC	8	10	NC	25	50	NC	50	36
American Indian/Alaskan Native	--	NC	4081	--	NC	100	--	NC	498	--	NC	25	--	NC	26	--	NC	40	--	NC	8
White	71	320	35177	100	100	99	536	528	528	1	5	8	12	13	13	48	55	49	39	27	31
Students with Disabilities	NC	44	9707	NC	100	100	NC	500	495	NC	17	33	NC	33	21	NC	43	33	NC	7	13
Students without Disabilities	80	380	65785	100	99	98	540	529	522	1	5	10	8	11	16	48	56	49	43	28	26
Limited English Proficient Students	NC	14	16905	NC	100	100	NC	NA	489	NC	NA	34	NC	NA	28	NC	NA	32	NC	NA	6
Migrant Students	--	--	763				--	--	499	--	--	21	--	--	30	--	--	40	--	--	8
Economically Disadvantaged	NC	57	36302				NC	519	507	NC	4	18	NC	20	21	NC	59	46	NC	16	14
Non-Economically Disadvantaged	84	367	39164				536	528	528	2	6	8	12	12	13	44	55	48	41	27	31

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	89	422	75053	100	99	99	663	631	597	3	3	7	6	8	12	69	73	72	22	15	9
All Students (Prior Year)	41	292	73654	100	100	99	534	532	530	0	5	9	15	11	13	85	78	70	0	6	7
Female	49	219	36872	100	100	99	683	661	621	2	1	5	4	6	9	64	70	74	30	22	12
Male	40	203	38109	100	98	99	638	600	573	5	5	10	8	11	14	74	76	69	13	8	6
African American	NC	19	3636	NC	100	99	NC	617	568	NC	0	12	NC	16	16	NC	74	67	NC	11	6
Hispanic	NC	62	30235	NC	97	98	NC	602	575	NC	4	9	NC	10	14	NC	75	70	NC	12	6
Asian/Pacific Islander	NC	14	1768	NC	88	98	NC	749	651	NC	0	3	NC	0	5	NC	50	72	NC	50	19
American Indian/Alaskan Native	--	NC	4044	--	NC	99	--	NC	550	--	NC	13	--	NC	17	--	NC	66	--	NC	4
White	71	320	35028	100	100	99	664	635	613	4	4	6	4	7	10	72	74	73	19	15	11
Students with Disabilities	NC	44	9625	NC	100	100	NC	525	530	NC	17	21	NC	23	21	NC	53	55	NC	7	4
Students without Disabilities	80	378	65428	100	98	98	679	640	604	1	2	6	4	7	11	70	75	73	25	16	10
Limited English Proficient Students	NC	14	16765	NC	100	100	NC	NA	525	NC	NA	17	NC	NA	20	NC	NA	60	NC	NA	2
Migrant Students	--	--	752				--	--	562	--	--	9	--	--	18	--	--	68	--	--	5
Economically Disadvantaged	NC	56	36077				NC	590	566	NC	4	10	NC	19	16	NC	69	69	NC	8	5
Non-Economically Disadvantaged	84	366	38950				666	637	618	4	3	5	5	7	9	68	74	73	23	16	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	363	76019	100	100	100	519	508	499	7	5	14	23	40	39	22	18	14	47	36	33
All Students (Prior Year)	32	294	76230	100	100	100	527	505	498	0	8	12	28	36	38	25	16	12	47	41	37
Female	46	189	37207	100	100	100	514	503	499	9	6	12	22	43	41	27	19	14	42	31	33
Male	52	173	38677	100	100	100	524	513	498	6	4	15	24	37	38	18	17	13	52	42	34
African American	--	11	3817	--	100	100	--	483	475	--	0	23	--	70	47	--	20	11	--	10	18
Hispanic	NC	62	29458	NC	100	100	NC	495	480	NC	11	20	NC	45	48	NC	14	12	NC	30	20
Asian/Pacific Islander	NC	14	1673	NC	100	99	NC	506	531	NC	0	4	NC	38	29	NC	31	14	NC	31	53
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	466	NC	NC	28	NC	NC	49	NC	NC	10	NC	NC	13
White	88	268	35880	100	100	100	519	513	515	6	4	7	26	39	32	22	18	16	47	40	45
Students with Disabilities	NC	39	9786	NC	100	100	NC	485	457	NC	17	39	NC	42	40	NC	21	7	NC	21	13
Students without Disabilities	89	324	66233	100	100	99	521	509	503	6	4	11	25	40	39	22	18	14	48	38	35
Limited English Proficient Students	NC	NC	15206	NC	NC	100	NC	NC	459	NC	NC	31	NC	NC	53	NC	NC	7	NC	NC	9
Migrant Students	--	--	745				--	--	473	--	--	22	--	--	53	--	--	11	--	--	15
Economically Disadvantaged	NC	42	35714				NC	499	480	NC	17	20	NC	25	47	NC	25	12	NC	33	20
Non-Economically Disadvantaged	95	321	40266				518	509	513	8	4	9	24	42	33	23	17	15	46	37	43

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	98	364	76020	100	100	100	513	509	503	15	15	25	21	21	23	47	51	40	17	12	12
All Students (Prior Year)	32	294	76202	100	100	100	504	510	505	13	11	19	28	21	24	50	52	46	9	16	11
Female	46	190	37213	100	100	100	512	507	504	20	17	22	20	18	23	49	55	42	11	10	13
Male	52	173	38666	100	100	100	515	510	501	10	12	29	22	25	22	46	47	38	22	16	12
African American	--	11	3819	--	100	100	--	499	494	--	30	37	--	30	26	--	40	31	--	0	6
Hispanic	NC	62	29442	NC	100	99	NC	500	494	NC	21	37	NC	23	26	NC	50	31	NC	5	6
Asian/Pacific Islander	NC	14	1672	NC	100	99	NC	504	513	NC	0	12	NC	46	19	NC	46	49	NC	8	20
American Indian/Alaskan Native	NC	NC	4735	NC	NC	100	NC	NC	489	NC	NC	48	NC	NC	25	NC	NC	24	NC	NC	3
White	88	269	35890	100	100	100	514	512	511	14	13	15	22	19	20	47	52	48	17	15	18
Students with Disabilities	NC	39	9784	NC	100	100	NC	495	485	NC	25	58	NC	33	19	NC	38	19	NC	4	4
Students without Disabilities	89	325	66236	100	100	99	515	510	504	14	14	23	20	21	23	48	52	42	18	13	13
Limited English Proficient Students	NC	NC	15198	NC	NC	100	NC	NC	483	NC	NC	59	NC	NC	25	NC	NC	14	NC	NC	1
Migrant Students	--	--	743				--	--	488	--	--	50	--	--	28	--	--	19	--	--	3
Economically Disadvantaged	NC	43	35703				NC	502	494	NC	30	37	NC	24	26	NC	35	31	NC	11	6
Non-Economically Disadvantaged	95	321	40274				513	510	509	15	13	17	22	21	20	46	53	47	17	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	97	360	75673	100	100	100	558	543	530	6	6	12	19	23	25	71	66	58	4	5	4
All Students (Prior Year)	32	292	74692	100	100	99	513	515	502	13	9	18	22	22	27	53	61	47	13	8	8
Female	46	189	37099	100	100	100	585	559	548	2	3	8	11	18	22	80	72	64	7	7	6
Male	51	170	38441	98	100	99	533	525	513	10	9	16	26	29	29	62	59	52	2	3	3
African American	--	11	3791	--	100	99	--	538	506	--	10	18	--	20	29	--	60	50	--	10	3
Hispanic	NC	61	29305	NC	100	99	NC	530	507	NC	11	16	NC	24	31	NC	60	51	NC	5	2
Asian/Pacific Islander	NC	14	1665	NC	100	99	NC	579	573	NC	0	6	NC	15	16	NC	85	67	NC	0	10
American Indian/Alaskan Native	NC	NC	4707	NC	NC	100	NC	NC	492	NC	NC	19	NC	NC	33	NC	NC	46	NC	NC	1
White	87	266	35760	100	100	99	556	544	550	7	6	9	21	24	21	67	65	64	5	5	6
Students with Disabilities	NC	38	9706	NC	100	100	NC	499	462	NC	13	36	NC	35	32	NC	52	31	NC	0	1
Students without Disabilities	88	322	65967	99	100	99	563	546	536	6	6	10	18	22	25	71	67	60	5	5	5
Limited English Proficient Students	NC	NC	15115	NC	NC	100	NC	NC	471	NC	NC	26	NC	NC	38	NC	NC	35	NC	NC	1
Migrant Students	--	--	738				--	--	488	--	--	23	--	--	33	--	--	43	--	--	1
Economically Disadvantaged	NC	42	35541				NC	527	504	NC	3	17	NC	30	31	NC	65	50	NC	3	2
Non-Economically Disadvantaged	94	318	40091				559	545	550	7	7	9	18	22	21	71	66	64	4	5	6

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2003-04 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	347	75001	100	100	99	477	470	468	27	34	37	36	37	36	30	21	16	7	8	10
All Students (Prior Year)	--	209	71167	--	100	99	--	469	463	--	33	38	--	44	41	--	18	14	--	5	7
Female	40	165	36846	100	100	99	471	467	468	33	38	36	38	35	38	20	19	16	10	8	10
Male	36	182	37974	100	100	99	483	473	467	21	31	39	35	38	34	41	22	16	3	9	11
African American	NC	12	3720	NC	100	98	NC	450	446	NC	40	53	NC	50	33	NC	10	9	NC	0	4
Hispanic	10	62	26675	100	100	98	457	447	448	44	54	52	33	35	34	22	12	10	0	0	4
Asian/Pacific Islander	NC	14	1575	NC	100	99	NC	471	504	NC	31	18	NC	46	33	NC	15	20	NC	8	29
American Indian/Alaskan Native	--	NC	4731	--	NC	98	--	NC	438	--	NC	61	--	NC	30	--	NC	7	--	NC	2
White	62	253	37785	100	100	99	482	477	482	23	29	25	36	36	39	33	24	21	8	11	15
Students with Disabilities	NC	37	8802	NC	100	100	NC	421	418	NC	76	79	NC	12	16	NC	12	3	NC	0	1
Students without Disabilities	70	310	66199	100	99	99	479	473	472	26	32	34	37	38	38	30	21	17	7	9	11
Limited English Proficient Students	--	10	11710	--	100	100	--	NA	429	--	NA	70	--	NA	25	--	NA	4	--	NA	1
Migrant Students	--	--	709	--	--	--	--	--	442	--	--	57	--	--	34	--	--	7	--	--	2
Economically Disadvantaged	NC	42	29814	--	--	--	NC	463	448	NC	50	53	NC	18	33	NC	24	10	NC	9	4
Non-Economically Disadvantaged	72	305	45170	--	--	--	477	471	479	26	33	28	37	39	38	31	20	20	6	8	14

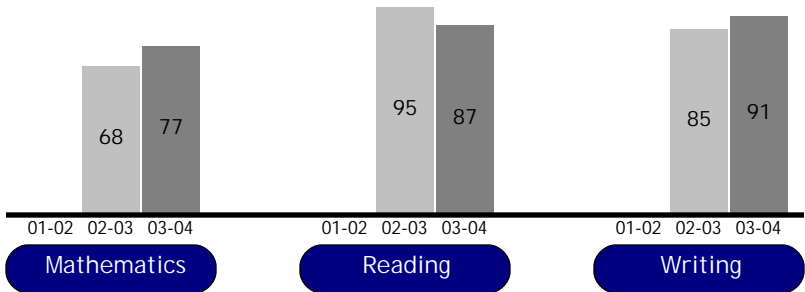
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	76	348	74918	100	100	99	512	502	497	14	25	32	22	19	19	45	40	35	20	15	15
All Students (Prior Year)	--	209	71100	--	100	99	--	515	502	--	14	25	--	20	21	--	44	40	--	22	15
Female	40	165	36805	100	100	99	509	503	501	15	22	28	20	18	19	45	45	37	20	14	16
Male	36	183	37936	100	100	99	515	500	493	12	28	35	24	20	18	44	36	33	21	16	14
African American	NC	12	3719	NC	100	98	NC	483	481	NC	30	43	NC	40	21	NC	30	29	NC	0	7
Hispanic	10	62	26645	100	100	98	505	491	478	22	35	46	11	17	20	56	44	27	11	4	6
Asian/Pacific Islander	NC	14	1571	NC	100	99	NC	494	521	NC	25	18	NC	25	15	NC	42	38	NC	8	30
American Indian/Alaskan Native	--	NC	4729	--	NC	98	--	NC	468	--	NC	57	--	NC	19	--	NC	19	--	NC	4
White	62	254	37773	100	100	99	515	505	511	10	23	20	23	19	18	44	39	41	23	19	21
Students with Disabilities	NC	37	8801	NC	100	100	NC	475	448	NC	59	75	NC	18	13	NC	12	10	NC	12	2
Students without Disabilities	70	311	66117	100	100	99	513	503	501	11	23	28	21	20	19	47	42	37	20	15	16
Limited English Proficient Students	--	10	11706	--	100	100	--	NA	454	--	NA	71	--	NA	16	--	NA	12	--	NA	1
Migrant Students	--	--	706	--	--	--	--	--	467	--	--	55	--	--	22	--	--	20	--	--	4
Economically Disadvantaged	NC	42	29785	--	--	--	NC	491	477	NC	38	47	NC	9	20	NC	47	26	NC	6	6
Non-Economically Disadvantaged	72	306	45115	--	--	--	514	503	508	11	24	23	23	21	18	44	39	39	21	16	20

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	347	74503	100	100	99	526	512	491	3	6	9	32	26	32	50	59	51	15	8	8
All Students (Prior Year)	--	204	69001	--	100	96	--	500	490	--	7	17	--	36	37	--	57	45	--	0	1
Female	40	165	36686	100	100	99	526	519	506	3	3	5	28	22	29	55	66	57	15	8	9
Male	35	182	37644	100	100	98	525	505	476	3	9	13	38	29	36	44	53	45	15	8	6
African American	NC	12	3677	NC	100	97	NC	550	475	NC	0	12	NC	10	36	NC	70	46	NC	20	5
Hispanic	10	62	26500	100	100	97	507	509	467	10	9	13	40	19	39	30	66	44	20	6	4
Asian/Pacific Islander	NC	14	1566	NC	100	99	NC	519	537	NC	8	5	NC	15	23	NC	69	55	NC	8	18
American Indian/Alaskan Native	--	NC	4695	--	NC	97	--	NC	464	--	NC	14	--	NC	39	--	NC	44	--	NC	3
White	61	253	37606	100	100	99	526	510	508	2	6	6	33	29	28	52	57	56	13	9	10
Students with Disabilities	NC	36	8662	NC	100	100	NC	454	409	NC	26	37	NC	42	42	NC	26	20	NC	5	1
Students without Disabilities	70	311	65841	100	100	98	532	515	499	1	5	7	30	25	32	53	61	53	16	9	8
Limited English Proficient Students	--	10	11608	--	100	100	--	NA	430	--	NA	23	--	NA	47	--	NA	28	--	NA	1
Migrant Students	--	--	701	--	--	--	--	--	449	--	--	17	--	--	43	--	--	38	--	--	1
Economically Disadvantaged	NC	42	29587	--	--	--	NC	514	465	NC	3	14	NC	31	40	NC	54	43	NC	11	4
Non-Economically Disadvantaged	71	305	44898	--	--	--	527	511	507	3	7	7	31	25	28	51	60	55	14	8	10

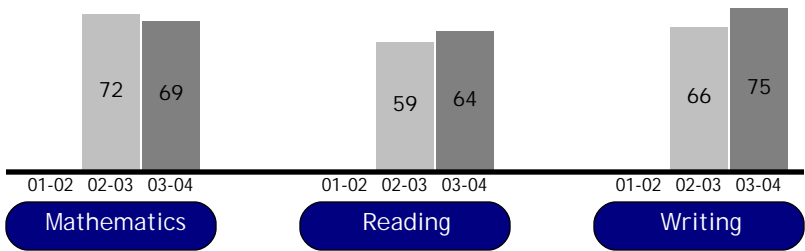
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

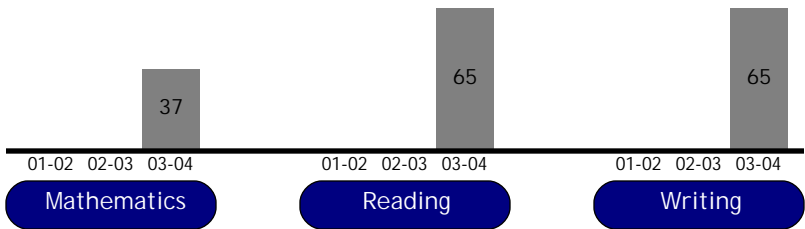
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met. If Adequate Yearly Progress (AYP) is different from the AYP Determination Page, it is due to an appeal and the underlying data is not changed.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 94 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 94 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

School Improvement - Year 1:

Schools that have not made adequate yearly progress for two consecutive years are required to be identified for school improvement. These schools must write a school improvement plan, set aside funds for teacher training, implement the plan and offer Public School Choice (transportation) to the parents of all students attending the school.

School Improvement - Year 2:

Schools that have not made adequate yearly progress for three consecutive years are identified for school improvement for the second year. These schools must continue the school improvement requirements from Year 1. In addition, they must offer Supplemental Educational Services (tutoring) to the parents of eligible students attending the school.

Corrective Action:

Schools that have not made adequate yearly progress for four consecutive years are identified for Corrective Action. These schools must continue the school improvement requirements from Year 2. In addition, the district or charter holder must implement one corrective action from a list of six possible actions as stated in the No Child Left Behind Act of 2001.

For More Information on AYP, visit our website at www.ade.az.gov/azlearns and go to NCLB link

Stanford Achievement Test, Ninth Edition (SAT-9) Results

Stanford 9 Percentile Rank Scores

Grade	Content Area	2001-2002				2002-2003				2003-2004			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	--	--	53	44	98	69	64	50	100	70	NA	58
	Language	--	--	52	39	100	67	57	43	100	59	54	50
	Mathematics	--	--	60	52	100	68	66	57	100	74	62	64
3	Reading	--	--	58	43	100	64	59	47	100	75	NA	55
	Language	--	--	57	50	100	68	63	54	99	77	67	61
	Mathematics	--	--	53	50	100	57	58	54	100	74	61	61
4	Reading	--	--	59	47	100	70	63	52	100	68	NA	56
	Language	--	--	55	45	98	66	58	48	100	62	61	52
	Mathematics	--	--	63	52	100	74	64	57	100	77	71	61
5	Reading	--	--	57	46	94	60	65	50	100	65	NA	55
	Language	--	--	50	43	97	61	63	46	100	63	58	49
	Mathematics	--	--	56	54	97	76	71	57	100	81	71	63
6	Reading	--	--	62	49	100	72	64	53	100	61	NA	56
	Language	--	--	53	42	100	67	56	45	99	57	59	48
	Mathematics	--	--	69	58	100	85	68	62	100	72	72	66
7	Reading	--	--	65	48	--	--	62	51	98	64	NA	54
	Language	--	--	66	51	--	--	68	54	100	64	66	58
	Mathematics	--	--	64	54	--	--	66	58	98	68	61	62
8	Reading	--	--	52	49	--	--	65	53	100	64	NA	55
	Language	--	--	52	46	--	--	64	49	100	64	61	52
	Mathematics	--	--	54	54	--	--	67	58	100	66	66	61

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Power Ranch Elementary

School Site Council

Council Composition

- 2 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 3 Parent(s)
- 1 Community Member(s)
- 0 Student(s)

Council Duties

- Ü Advisory council on student achievement
- Ü Character education programs
- Ü Reviewing/implementing program policies
- Ü Reviewing student assessments
- Ü School improvement planning
- Ü Program/partnership development

Staffing Information for School Year 2004-05

Position	Number	Position	Number
Administrator	2.00	Teacher	59.00
Other Professional Staff	2.00	Teacher Aide	7.00

Years of Teaching Experience for School Year 2004-05

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	31	4	0	0
4 to 6 years	9	0	0	0
7 to 9 years	9	2	0	0
10 or more years	12	10	1	0

Highly Qualified (NCLB) & Core Academics

Core academic teachers meeting the definition of Highly Qualified (NCLB):	50
Core academic classes taught by Highly Qualified (NCLB) teachers.	106
Teachers with Emergency Certificaton.	2

Resources Available at School Site

Special Facilities

- Ü Multi purpose room and gymnasium
- Ü Two computer Labs & Networked Classrooms

Extracurricular Activities

- Ü 7th/8th Grade Athletic Program
- Ü National Junior Honors Society
- Ü Student Council

Social Services

- Ü Partnership with Power Ranch HOA
- Ü Trilogy, Active Adult Community
- Ü PTO
- Ü Site Council
- Ü Lunch Program
- Ü Counseling Services

Indicators of Success Based on Historical Data from 2003-04

School Achievements/Accomplishments 2003-04

- ü We have successfully opened the doors of the fourth K-8 school in the district. Our current enrollment is 1350 students. Our PTO is supported by a 50 member group and is very active in the developing of the school.
- ü Partnership with ASU East teacher education program as well as many opportunities to create partnerships with other outside agencies.

Student Activity Rates for School Year 2003-04

		Arizona		
		% K-6	% 7-8	% 9-12
Attendance Rate ⁴	96	95	93	95
Transfers Out ⁵	--	21	20	24
Transfers In ⁶ (Within District)	--	2	2	2
Transfers In ⁷ (Out of District)	--	10	9	9
Promotion Rate ⁸	--	98	98	94
Retention Rate ⁹	--	1	1	5
Dropout Rate ¹⁰	--	NA		3
Status Unknown ¹¹	--			2
Graduation Rate ¹²	--			77

NA = Dropout Rate, status unknown and graduation rate does not apply to K-8. Dashes (--) = data not verified or school did not submit data.

Measure of Academic Progress

% of Students Achieving One Year's Growth		
	Reading	Math
Grades 2-3	75	52
Grades 3-4	85	88
Grades 4-5	62	73
Grades 5-6	69	100
Grades 6-7	66	45
Grades 7-8	79	70

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the Stanford Achievement Test, Ninth Edition (Stanford 9), given in 2003-04. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2004. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine or advances a Stanine from one year to the next. There are two exceptions to this growth: 1) Students who begin in stanine 9 and move to stanine 8 will make OYG and 2) Students that stay in stanine 1 from one year to the next will not make OYG. The percentage of students achieving OYG at the school is reported above.

NC = Not Calculated (less than 10 matches) Dashes (--) = No Data Available

Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Our schoolwide 'Character Counts' program develops skills in respect and responsibility. School safety and climate committees work to improve the school. Our school regularly practices safety procedures and has a district-approved emergency plan.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

5

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

Contacts

	Name	Phone Number
School Site Council	Cheryl Bromich	(480) 279-7600
Transportation Policy	Josh Crosby	(480) 279-7026
Community Resources	Tot Wallace	(480) 279-7001
School Nutrition Programs	Dan Santos	(480) 279-7320
Parent Organization	April Ronquest	(480) 279-7600
Student Health/Nurse	Sherry Zook	(480) 279-7615

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

School receives total scale value placing it in the Underperforming classification. School performance was below the state baseline in 2000/2001 and did not make adequate growth, or the school started above the state baseline and did not make adequate growth during the past three years.

Performing - meets state performance goals, and meets state progress goals.

School receives total scale value placing it in the Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years.

Highly Performing - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School receives total scale value placing it in the Highly Performing classification. School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Highly Performing schools with a certain percentage of their students "Exceeds the Standard" category on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Excelling - meets or exceeds state performance and state progress goals and has the requisite percentage of students "Exceeding the Standard" category on AIMS.

School performance was at or above the state baseline in 2000/2001 and/or the school made adequate growth during the past three years. Additionally, the school met the performance threshold required for Excelling schools with a certain percentage of their students exceeding the standard on the Arizona Instrument to Measure Standards (AIMS) over the past three years.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. AIMS was administered to all students in grades 3, 5, 8, and 10 in the spring of 2000. In the spring of 2001, grades 3, 5, 8, 10 and 11 were tested; students tested in grade 11 consisted of students retaking AIMS who did pass in grade 10 plus any new students. In the spring of 2002, grades 3, 5, 8, 10, 11, and 12 were tested; students tested in grades 11 and 12 were either re-testing or were new. As a result, the number of students tested in grades 11 and 12 is smaller than the number of students tested in grade 10. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met the standards, and Exceeds. MSS: The Mean Scaled Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas. Migrant, Economically Disadvantaged and Non-Economically Disadvantaged % tested for 2002-03 are not available, however, they will be calculated in the future. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. No Data Available is replaced with dashes (--). For more information on testing and Arizona Academic Standards go to www.ade.az.gov/standards

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2003-04 school year.

6 Transfers In (Within District): Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2003-04 school year.

7 Transfers In (Out of District): Percentage of accountable students entering school who were previously enrolled in another school district during the 2003-04 school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2003-04 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2003-04 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2003-04 school year, to include activity during the summer of 2003. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate.

11 Status Unknown: Percentage of students unaccounted for by any method during the 2003-04 school year. Status unknown students are not necessarily dropouts.

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2003. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.